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ABSTRACT

This evaluative checklist for the evaluation of educational media programs in higher education is designed so that it can be self-administered without extensive inventory of all resource items within the program. Fundamental elements included in this checklist are assumed to be common to most educational media programs. These include (1) administrator and teacher commitment to the proper use of educational media for instructional purposes; (2) use of educational media as an integral part of curriculum instruction; (3) accessibility of the media center to the faculty, staff, and students; (4) physical facilities conducive to the proper use of educational media; (5) adequate financing and proper budgeting; and (6) adequate qualified staff. A list of criteria for each of these elements and a profile sheet for developing a profile image of an educational media program based on an evaluation using the checklist are also included. (CHC)

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EVALUATIVE CHECKLIST:
An Instrument for Self-Evaluating an Educational Media Program in Colleges and Universities

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INTRODUCTION

This Evaluative Checklist is especially designed for evaluation of Educational Media Programs by concerned program administrators. The checklist is designed so that it can be self-administered without extensive inventory of all resource items within the program. However, before completion of this checklist, the evaluator should be familiar with all aspects of the program such as the extent of materials and equipment, the number and qualifications of staff members, and the manner and extent of media program funding. A thorough knowledge of the "Criteria Relating to Educational Media Programs in Colleges and Universities," found at the end of the checklist, should precede the completion of this instrument.

The Evaluative Checklist which follows has been periodically revised from an instrument developed by W. R. Fulton.[1] The checklist was validated and field tested through an extensive research project. Research has shown that when properly applied to a higher educational institution, it will discriminate among the varying levels of quality in educational media programs.

This Evaluative Checklist is based on research that indicates that there are fundamental elements of an educational media program which if present in sufficient quantity and quality will facilitate the improvement of instruction. The elements contained in this checklist are assumed to be common to most educational media programs. These include: 1) administrators and teachers are committed to the proper use of educational media for instructional purposes; 2) educational media are an integral part of curriculum and instruction; 3) an educational media center is accessible to the faculty, staff, and students; 4) the physical facilities are conducive to proper use of educational media; 5) the media program is adequately financed and properly budgeted; and 6) the staff is adequate and qualified to provide for the educational media needs of the faculty, staff, and students.

An effective educational media program must be evaluated on a regular basis. The use of this checklist should greatly facilitate such an evaluation by providing useful guidelines for making judgments on program elements.

The term "educational media" as used in this instrument means all materials and equipment used for communication in instruction. This would include areas such as: motion picture film, television, printed materials, computer-based instruction, graphic and photographic materials, sound recordings, and three-dimensional objects.

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[1]The original instrument was a part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare, under the provisions of Title VII, Public Law 85-864 by W. R. Fulton, Professor of Education, University of Oklahoma.

EVALUATIVE CHECKLIST

This checklist uses a situation identification format which provides a means for you to compare your program to descriptive program situation statements. Four descriptions are stated for each checklist item. Provisions are made for you to identify your program as being identical to the statement, slightly stronger than the statement or slightly weaker than the statement. Research and experience with the instrument indicates that this procedure makes it possible for you to evaluate your program and arrive fairly quickly at an accurate indication of program effectiveness.

DIRECTIONS:

Mark *one* of the spaces at the *left* of the *one* statement which most nearly represents the situation in your school system. If a statement accurately describes your institution, mark one of the *middle spaces* of 2, 5, 8, or 11 to the left of that statement. If you feel that the situation at your institution is below what is described, mark one of the *lower* numbered spaces of 1, 4, 7, or 10, if above, mark one of the *higher numbered* spaces of 3, 6, 9, or 12. *In any case mark only one of the twelve spaces.*

Remember, each one of the subdivisions preceded by a capital letter requires only one mark in one of the boxes numbered 1 to 12. Mark only one box in each subdivision.

Mark only one of the twelve boxes

EXAMPLE:

[1] [2] [3] There is no director of the media program.

[4] [5] [6] There is a part-time director of the media program.

[7] [X] [9] There is a full-time director in charge of the media program.

[10] [11] [12] There is a full-time director and a sufficient number of clerical and technical personnel.

I. Colleges and University Educational Media Services

CRITERION SUMMARY

An institution of higher education should have a program of educational media services administered through an institutional media center with an adequate supply of appropriate instructional materials. The center should be a service unit that operates at the same level as other major institutional services with clearly defined policies, procedures, and plans, including short-range, and long-range goals.

(For more detailed criteria see Part I in the CRITERIA section.)

Mark only one of the twelve boxes

A. Commitment to the Media Program

☐1 ☐2 ☐3 The institution's educational media program does not offer the services of a media center and no clerical or technical staff members are available to administer the educational media program.

☐4 ☐5 ☐6 The institution's educational media program consists of services from a media center managed by clerical and technical staff members. The services are not well coordinated and no one person has been given administrative responsibility for campus-wide media activities.

☐7 ☐8 ☐9 The institution's educational media program consists of a media center with clerical and technical staff. The program is directed by a staff person who has some educational media training but not enough to qualify as an educational media specialist. The director reports to the administrative officer in charge of instruction.

☐10 ☐11 ☐12 The institution has an educational media program including an educational media center and necessary building media centers directed by an educational media specilist who reports directly to the administrative officer in charge of instruction. The director is provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

B. Commitment to Educational Media as an Integral Part of Instruction

☐1 ☐2 ☐3 The institution provides some educational media for faculty, staff, and students, but no trained personnel are available to assist in the utilization of the educational media that are provided.

☐4 ☐5 ☐6 The institution provides some educational media and services for faculty, staff, and students who request them, but no attempt is made to encourage the use of the services.

☐7 ☐8 ☐9 A variety of educational media and services are generally available and some attempts are made to acquaint faculty, staff, and students with the services, and to encourage utilization of the media.

☐10 ☐11 ☐12 The institution provides the quantity and variety of educational media and services needed by faculty, staff, and students and encourages them to use media as integral parts of instruction.

Mark only one of the twelve boxes

C. Commitment to Providing Educational Media Facilities

☐1 ☐2 ☐3 Teaching and learning spaces in use at this time have no special provisions for the use of educational media.

☐4 ☐5 ☐6 Although some new and remodeled facilities provide for the use of some types of educational media, the institution gives little attention to media utilization at the time buildings are planned.

☐7 ☐8 ☐9 The institution provides most new and remodeled buildings with light control and other facilities necessary for the use of some types of educational media.

☐10 ☐11 ☐12 All new buildings are equipped for the greatest possible use of educational media and are designed to permit adaptation for new developments in media. Old buildings are being modified as fast as possible to provide for effective use of media.

D. Commitment to Financing the Educational Media Program

☐1 ☐2 ☐3 The educational media program does not have its own specific budget.

☐4 ☐5 ☐6 Finances for the educational media program are inadequate to provide the services that faculty, staff, and students need and are prepared to use. There are no written policies relative to allocations, income sources and charges against the budget.

☐7 ☐8 ☐9 Finances for the educational media program are sufficient to maintain the status quo, but the current media services are not sufficient to meet the instructional needs. Long-range curriculum plans do not include provisions for financing needed educational media services.

☐10 ☐11 ☐12 The educational media program is financed entirely from regularly appropriated institutional funds. The budget reflects to some degree long-range educational media plans and includes provisions for special media for unusual curriculum problems. The budget is prepared, presented, and defended by the director of the media services in the same manner as that of any other budget unit.

E. Commitment to Staffing the Educational Media Program

☐1 ☐2 ☐3 Educational media personnel are not available to provide services to faculty, staff, and students.

☐4 ☐5 ☐6 The responsibility for educational media services is assigned to a person(s) whose primary commitment(s) are in other institutional jobs.

☐7 ☐8 ☐9 The responsibility for educational media services is delegated to a person who has had some training in educational media who is provided with limited clerical and technical assistance.

☐10 ☐11 ☐12 Leadership and consultative services are provided by an educational media specialist and a qualified professional staff. An adequate clerical and technical staff is also provided.

II. Educational Media Services—Curriculum and Instruction

CRITERION SUMMARY

An institution of higher education should engage in a continuous evaluation of its educational media program as it relates to instruction. Continuous inservice education in the use of educational media should be conducted as a means of improving instruction. The faculty and the professional media staff should cooperate in planning and developing the parts of the instructional program that make provision for the use of educational media. Professional educational media personnel should be readily available for consultation on all instructional problems where media are concerned.

(For more detailed criteria see Part II in the CRITERIA section.)

Mark only one of the twelve boxes

A. Consultative Services in Educational Media Utilization

☐1 ☐2 ☐3 There are no educational media personnel available to provide for consultative services.

☐4 ☐5 ☐6 Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.

☐7 ☐8 ☐9 Educational media personnel are usually available and utilized for consultative assistance in the use of educational media.

☐10 ☐11 ☐12 Educational media professional personnel work, as a part of their regular assignments, with faculty, staff, and students in analyzing instructional needs in the design, selection, and use of educational media.

B. Inservice Education in Educational Media Utilization

☐1 ☐2 ☐3 No inservice education activities relating to the utilization of educational media are provided.

☐4 ☐5 ☐6 Inservice education is left entirely to departmental units and is limited to their own capabilities.

☐7 ☐8 ☐9 Professional educational media staff members are available on request to assist faculty and staff in inservice education activities relating to educational media.

☐10 ☐11 ☐12 Professional educational media staff are involved in planning and conducting continuous inservice education activities concerned with the selection, development, production, and use of all types of educational media.

C. Utilization of Educational Media

☐1 ☐2 ☐3 Faculty, staff, and students seldom use educational media.

☐4 ☐5 ☐6 Only a few faculty, staff, and students utilize educational media in class presentations.

☐7 ☐8 ☐9 Several faculty, staff, and students utilize appropriate educational media in presentations and independent study.

Mark only one of the twelve boxes

10 11 12 Most faculty, staff, and students use appropriate educational media in their presentations, learning activities, and independent study.

D. Involvement of the Media Staff in Planning

1 2 3 There are no professional educational media staff involved in planning for the use of educational media.

4 5 6 The professional educational media staff is seldom involved with faculty, staff, and students in planning for the use of educational media.

7 8 9 The professional educational media staff is occasionally involved with faculty, staff, and students in planning and producing materials for use in the instructional program.

10 11 12 The professional educational media staff is usually involved with faculty, staff, and students in planning for the use of and in experimenting with educational media in the instructional program. Faculty and staff are also regularly involved in decision making activities relating to the integration of educational media with the curriculum and instruction.

III. The Educational Media Center

CRITERION SUMMARY

Educational media centers should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of an institution, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel. The instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students. The educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program. Satellite centers should supplement the primary media center on larger campuses and at instructional sites remote from the main campus.

(For more detailed criteria see Part III in the CRITERIA section.)

A. Location and Accessibility of Educational Media

1 2 3 The institution does not have an educational media center and does not have access to such services.

4 5 6 The location of the primary educational media center is such that media are not accessible to most faculty, staff, and students. The educational media center is not supplemented by necessary satellite centers in campus locations.

7 8 9 The location of the primary educational media center is such that media are not readily accessible to faculty, staff, and students. The educational media center is supplemented by some satellite centers that provide some media and services in addition to those provided by the primary media center.

10 11 12 The location of the primary educational media center and the presence of necessary satellite centers make media highly accessible to all faculty, staff, and students.

B. Dissemination of Media Information

1 2 3 Information concerning educational media is obtained only by special request.

4 5 6 Information concerning educational media is seldom disseminated to prospective users, and there are no definite plans or channels for such dissemination.

7 8 9 Information concerning educational media is disseminated to prospective users on an occasional basis or when requested.

10 11 12 Information concerning all educational media and programs is frequently disseminated to prospective users on a regularly scheduled basis.

C. Availability of Educational Media

1 2 3 Educational media are practically nonexistent and responsibility for obtaining media rests entirely with the user.

4 5 6 The quantity of educational media is so limited that significant delays occur between requests for media and their availability. Reservations must be made on a "first come, first served" basis, and the media must be picked up by the user.

7 8 9 The quantity of educational media and the distribution system make it possible for media to be delivered to users on relatively short notice.

10 11 12 There is a sufficient quantity of educational media and an adequate distribution system to insure the delivery of all media to users when needed.

Mark only one of the twelve boxes

D. Storage and Retrieval of Media

1 2 3 There are practically no media storage facilities available.

4 5 6 Media storage facilities are available but are inadequate for some types of educational media, and personnel have difficulty in locating and retrieving specific items.

7 8 9 The primary educational media center and all satellite centers have adequate storage for currently owned media. The retrieval system is adequate most of the time.

10 11 12 Adequate storage space, including space for future expansion, is provided in the primary educational media center and in all satellite centers. The primary educational media center has a master retrieval system for immediate location of all media.

E. Maintenance of Media

1 2 3 There is no provision for cleaning and repairing educational media.

4 5 6 Educational media are cleaned and repaired when complaints regarding their operable condition are made by users.

7 8 9 Educational media are cleaned and repaired whenever the staff has time.

10 11 12 All educational media are inspected after each use and are cleaned and repaired on a regular basis or when inspection indicates the need.

F. Production of Media

[1] [2] [3] Practically no facilities for production are available.

[4] [5] [6] Limited production facilities are available for faculty, staff, and students to produce their own materials.

[7] [8] [9] Production facilities are available for faculty, staff, and students to produce their own educational materials, and some assistance is available from media personnel.

[10] [11] [12] Production facilities are available for faculty, staff, and students to produce their own materials and media center personnel produce a wide variety of materials upon request.

IV. Physical Facilities for Educational Media

CRITERION SUMMARY

Each classroom should be designed for and equipped with essential facilities including proper sound control, light control, electrical outlets, forced ventilation, and educational media storage space which will provide for effective use of appropriate educational media of all kinds.

(For more detailed criteria see Part IV in the CRITERIA section.)

Mark only one of the twelve boxes

A. Physical Facilities in Existing Classrooms

[1] [2] [3] Classrooms do not accommodate effective use of educational media.

[4] [5] [6] A few classrooms have been modified for use of educational media but no plans have been made to adapt all classrooms for the use of educational media.

[7] [8] [9] Most classrooms have been at least partially equipped for the use of educational media, and there are plans for equipping all classrooms.

[10] [11] [12] All classrooms have been equipped for optimum use of all types of educational media.

B. Physical Facilities in New Classrooms

[1] [2] [3] The use of educational media is not considered when new classrooms are planned and constructed.

[4] [5] [6] Some new classrooms are provided with physical facilities such as light control and electrical outlets, but only in special cases are provisions made for the use of a wide variety of media.

[7] [8] [9] Most new classrooms are provided with physical facilities that make possible optimum use of educational media.

[10] [11] [12] All new classrooms are designed for and equipped with physical facilities that make possible optimum use of all types of educational media.

V. Budget and Finance of the Educational Media Program

CRITERION SUMMARY

A specific budget for financing the educational media program should be based on both the institution's long-range goals and immediate educational needs. The budget should reflect a recognition of long-range goals, and be sufficient to support an adequate media program for optimum instructional improvement.

(For more detailed criteria see Part V in the CRITERIA section.)

Mark only one of the twelve boxes

A. Development of Media Budget

[1] [2] [3] There is no provision for the development of a separate educational media budget.

[4] [5] [6] Funds used for educational media operations are taken from other parts of the institution's budget.

[7] [8] [9] The budget of the educational media program reflects most of the media needs of the institution.

[10] [11] [12] The budget of the educational media program reflects the media needs of the entire institution and is developed by the professional media staff in consultation with financial officers, principals and other school administrators.

B. Basis for Budget Allocations

[1] [2] [3] The budget does not usually contain an allotment for educational media.

[4] [5] [6] The educational media budget is based on an arbitrary allotment of funds irrespective of need.

[7] [8] [9] The educational media budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

[10] [11] [12] The educational media budget is based on both the immediate needs and the long-range goals of the institution and reflects clear-cut policies concerning allocation, income sources, and budget practices.

C. Reporting Financial Needs

[1] [2] [3] The financial needs of the educational media program are almost never reflected in the budget and are never reported to the administrative officer.

[4] [5] [6] The financial needs of the educational media program are reported to the administrative officer in charge of instruction only when immediate expenditures are urgently needed.

[7] [8] [9] The financial needs of the educational media program are regularly reported to the administrative officer in charge of instruction.

[10] [11] [12] Regular reports reflecting the status and needs of the educational media program, including facts about inventory, facilities, level of utilization, and effectiveness of the media program, are made to the administrative officer in charge of instruction.

VI. Educational Media Staff

CRITERION SUMMARY

The educational media program should be directed by a qualified full-time media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services to the entire institution.

(For more detailed criteria see Part VI in the CRITERIA section.)

Mark only one of the twelve boxes

A. Campus Wide Media Staff

[1] [2] [3] No person has been assigned to direct the educational media program.

[4] [5] [6] A staff person has been assigned to direct the media program but functions more as a clerk and a technician than as a professional.

[7] [8] [9] A professional media person with some special media training directs the educational media program and has some professional, clerical and technical assistance who are primarily oriented toward the mechanical and technical aspects of the program.

[10] [11] [12] The educational media program is directed by a qualified media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services. Professional media staff members are oriented toward curriculum and instruction.

B. Satellite Center Media Staff (answer only if your institution has satellite centers)

[1] [2] [3] Satellite media centers have no staff assigned to render media services.

[4] [5] [6] Satellite media centers have some staff available to render media services but they have no released time from other jobs.

[7] [8] [9] Satellite media centers have professional staff assigned with some released time to render media services, but there is not sufficient clerical and technical assistance.

[10] [11] [12] Each satellite media center is served by at least one full-time media specialist. Sufficient professional, clerical, and technical staff are provided to render services needed by the campus or academic area served by the satellite media center.

Criteria: Educational Media Programs In Colleges and Universities

The criteria listed below were empirically derived from two primary sources. First, many of them were derived from the literature dealing with various aspects of educational media programs. This source consisted of more than 150 articles, books, and monograms. Second, others were derived from papers written by outstanding educational media specialists representing various parts of the country. Each was given a special assignment to write a description of what was considered to be a model educational media program. They represented both large and small institutions of higher education.

Although the list is fairly comprehensive, it is not intended to be all inclusive. No claim is made for the validity of these criteria. Nevertheless, they should serve as useful guidelines for evaluating an educational media program by assisting in making subjective judgments about specific aspects of an on-going program.

I. Institutional Educational Media Services

- An institution should have a program of media services administered through an educational media center, and sub-centers if such are needed, which provide the faculty with an adequate supply of appropriate instructional materials.
- The educational media center should be an independent service unit that operates at the same level as other major institutional services.
- An institution's educational media program should provide media and services compatible with modern-day instructional technology.
- An institution's educational media program should be directed toward the improvement of instruction in a modern educational program.
- The educational media program should occupy an important position in an institution's organizational plan.
- An institution's educational media functions and services should be coordinated under a single supervisory unit, referred to in this document as an "Educational Media Center."
- An institution should have clearly defined policies, procedures, and plans for its educational media program, including immediate short-range, and long-range goals.
- An institution's administrative line and staff relationships should be such that teachers and media personnel have a sense of administrative support.
- Institutional lines of communications and responsibilities should be clearly established to define the relationship to the director of the educational media program to other staff members and to establish channels through which the director should communicate in order to realize the objectives of the media program.
- Institutional administrators should utilize the consultative assistance of national, state, or local media specialists in evaluating the media program and in planning future action.
- Liaison should be maintained with state and national public institutions or agencies to make it possible for an institution to participate in cooperative projects that enrich or stimulate the local media program.
- The philosophy of an educational media program should be congruent with the philosophy and objectives of the institution in which it exists.
- An institution should engage in a continuous evaluation of its educational media program as it relates to the instructional program.

- An institution should provide sufficient leadership and technical assistance to insure that all faculty members have easy access to appropriate educational media for all learning situations.
- Adequate channels for disseminating information about educational media and their potentialities should be maintained throughout an institution.
- Faculty members should be encouraged to experiment with educational media as a means of increasing instructional effectiveness.
- The educational media program in a multiple-purpose institution should provide media and services for a wide variety of curricula in the various specialized colleges, technical colleges, and liberal arts colleges of the university.
- Long-range institutional goals should include the development and implementation of instructional systems involving automation approaches to the flow of information and ideas.
- New classroom buildings constructed by an institution should provide for the full use of all presently owned educational media and for the installation and use of new media as such are developed and made available.
- There should be a long-range institution-wide plan which provides for the adaptation of old classrooms for effective use of educational media.
- An educational media center should be provided with adequate physical facilities for optimum service to an institution.
- Housing should be provided for the educational media services in which offices and work areas meet the normal standards of the institution for activities of a similar nature.
- An institution's educational media program should be adequately financed through an independent budget.
- The budget of an educational media program should reflect the needs of the entire institution.
- The manner in which an educational media budget is administered should be determined by clear cut institutional policies concerning allocations, income, and expenditures.
- The budget of an educational media program should be based on both the institution's long-range goals and its immediate educational needs.
- The budget of an institution's educational media program should be sufficient to support an adequate media program for optimum instructional improvement.
- There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to an institution's entire faculty.
- An institution should have a sufficient number of non-professional media staff members to relieve the faculty and professional media staff of all routine clerical and technical tasks.
- The director of an institution's educational media program should be directly responsible to the administrative officer in charge of academic affairs.
- An institution's educational media program should be directed by a person with an extensive professional education background who has special preparation as an educational media specialist.

II. Educational Media Services—Curriculum and Instruction

- The services and materials provided through an educational media center should be integral parts of curriculum and instruction.
- The use of educational media should be encouraged when such use contributes to the improvement of instruction.
- The faculty should be kept informed on new developments in materials, equipment, and the technology of instruction.

- Educational media personnel should participate in curriculum planning and development, and in the implementation of curriculum improvement, particularly as it relates to the integration of educational media into the total instructional process.
- The director of an educational media program should participate in policy making decisions relating to the use of educational media and with the help of well trained professional and technical assistants, provide consultative services to all institutional programs that make use of media.
- Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.
- Continuous inservice education should be carried on in such areas as the selection and use of materials, experimentation with the use of new instructional devices, materials and techniques, and the importance and value of educational media in instruction.
- The faculty and the professional media staff should cooperate in planning and developing the parts of the instructional program that make provisions for the use of educational media.
- Professional educational media personnel should be readily available for consultation on research projects in which educational media are used.
- The educational media director and the professional media staff should be readily available for consultation to all institutes, workshops, conferences, etc., in which educational media are used.
- If an institution extends services to schools and agencies beyond its campus, the professional media personnel should be available for consultative assistance in workshops, institutes and conferences for school teachers, librarians and media personnel.
- An educational media program should include a consultation function with staff members competent to render advice to faculty, administration, staff, campus organizations, and outside agencies in the selection, acquisition, preparation, production, utilization, and evaluation of educational media.
- The administrator in charge of an educational media program should work in close cooperation with a faculty committee and/or educational media evaluation team, in periodic evaluations of the media program.

III. The Educational Media Center

- An educational media center should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of the institution, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.
- An instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students.
- Special provisions should be made for the media support of continuing education activities such as off-campus professional courses, workshops, conferences, etc.
- An educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.
- There should be a definite plan for evaluating and selecting new materials and equipment and for evaluating the effectiveness of presently owned items.
- The quantity and type of educational media necessary for effective support of an instructional program should be determined by the level of utilization of the institution's faculty.
- Educational media services to campus departments should include consultative services, acquisition of materials, storage of materials, circulation (pick-up and delivery) of materials, maintenance and inspection of materials and equipment, and dissemination of information about educational media.

- There should be definite plans for involving faculty members in continuous evaluations of the effectiveness of presently owned media.
- There should be a definite plan for replacement of worn out or obsolete equipment.
- An institution should provide centralized services for maintaining all educational media owned by the institution.
- Equipment selection and procurement should be based on recommendations of teachers, consultants, and maintenance personnel.
- All educational media should be examined and/or previewed before being purchased by the institution.
- An educational media center should provide such media as projected materials, recorded materials, graphic materials, self-instruction materials, and television kinescopes or videotapes.
- Necessary special services and equipment such as still and motion picture photography, time-lapse photography, and microphotography equipment should be provided when needed in some types of research.
- Unique materials needed for specific teaching and learning situations should be produced locally. Such media include magnetic tapes graphics of all kinds, mountings and display boards, photo copies, overhead transparencies, films, filmstrips, slides, study prints, laminations, specialized photographic materials such as time-lapse sequences and microphotography, and special visual materials for use by administrative officials.
- An educational media center should have facilities for producing such original materials as photographs, slides, filmstrips, overhead projection materials, drawings, illustrations, cartoons, charts, maps, graphs, displays and exhibits, set and costume design, lettering, animation, models, and motion pictures.
- A production unit should have a minimum staff consisting of a director, secretary, photographer, and illustrator.
- The quantity and variety of educational media provided for the instructional program should be based on demonstrated need, availability, and utilization patterns.
- If an institution is large and complex, the primary media center should be supplemented by satellite centers. The services provided by the primary media center should be comprehensive and its services should include all those which the satellite centers are not equipped to provide. Duplication of effort should be held to a minimum.
- When educational media are available only from the primary media center they should be delivered to the point of use at regularly scheduled intervals.
- All frequently used educational media should be automatically placed in satellite centers in colleges, departments, and/or administrative units on a long-time loan when the need is established.
- Educational media should be cleaned and inspected after each use and in no case should media go for more than a year without cleaning and inspection for evidence of damage or need for replacement.
- If an institution has need for complete motion picture production services, there should be facilities for the production of black and white or color 16mm motion picture films with optical sound, and/or 8mm black and white or color films with magnetic sound, and a motion picture laboratory should be provided for processing and printing black and white and color film.
- There should be a central photographic production service available to all departments and administrative units which produces all kinds of still photographic materials, including student identification pictures and scientific photographs.
- If an institution has need for complete recording and professional type high-speed duplication, such facilities and equipment should be made available and provisions made for duplicating tapes for radio broadcasts and for learning centers and language laboratories.

- Graphic materials production facilities and services should be available in one location with satellite facilities available where needed for the production of graphs, charts, animations, art work, transparency originals, and silk-screen plates. It may also be desirable to provide for the production of specialized materials such as medical and dental illustrations, teaching models, and scientific exhibits.
- In order to achieve a high level of utilization all educational media should be made highly accessible to each faculty member, either by delivery from the media center to the point of use, or by the establishment of satellite centers (long-time loans) in each department or building.
- Frequently used low cost media such as filmstrips, slides, and certain recorded materials should be permanently located in appropriate departments, buildings, and in some cases in the classrooms in which they are to be used.
- All media satellite centers should be adequately staffed with personnel appropriately trained for the level of performance they are expected to render.
- The central classification and cataloging system should permit rapid location of media needed for specific teaching-learning situations.

IV. Physical Facilities for Educational Media

- Housing facilities for an educational media center should be sufficient in size and arrangement to facilitate the efficiency and effectiveness of media services to all institutional functions. The facilities should provide for such specialized activities as storage, handling, maintenance, and circulation control of media.
- An educational media specialist should be consulted about specifications relating to media when plans are made for the construction of new buildings and the remodeling of old ones.
- In order to avoid having to move classes to special rooms to make use of educational media, each classroom in an institution should be equipped with essential facilities for effective use of appropriate educational media, including telecasts, projected materials, recordings, and self-instruction devices.
- Every classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.
- Every classroom should be equipped with permanently installed bulletin boards, chalkboards, a projection screen, and map rails as needed for instruction.
- Every classroom should have capabilities to receive audio, video, and such other electronic message forms as may be available.
- An institution that has a need for its own motion picture film processing facilities should have a processing laboratory, a printing room, a processing control room, a negative storage room with humidity control, and office space as required.
- An institution that has a need for still photographic production and processing facilities should have darkrooms, printing and finishing room, storage space, copy room, and microfilm copy room.
- All institutions should have facilities for the production of graphic materials which include a studio, drawing tables, graphic and art equipment and supplies, a silk screen production area, mechanical printing devices, and office space as required.
- The materials production services should be provided with space for the following work activities: (1) office, (2) conference room, (3) photography studio, (4) at least one darkroom, and (5) a graphics studio.
- An institution that has a need for its own film production facilities should have production stages with ceilings at least 16 feet high with lights, a shop for the production and storage of sets, sound recording rooms, an animation room, preview and conference rooms, and office space as required.

- Adequate housing should be provided for such production activities as graphic production, sound recordings, still photography, motion picture photography, television, and radio.
- Professional personnel should be provided office space with sufficient privacy for consultations and conferences.
- An educational media center should have preview rooms where educational media can be examined and evaluated.

V. Budget and Finance of the Educational Media Program

- Long-range budget planning should provide for improvements to be made gradually until the full media program goals are realized.
- An educational media program should operate from a central budget which is prepared and defended by representatives of the educational media services.
- An educational media program should be financed entirely from regularly appropriated institutional funds.
- The budget of an educational media program should be based on both the institution's long-range goals and immediate educational media needs.
- The budget of an educational media center should provide for increased scope of services, expansion of services to meet increased enrollments, and the needs created by the addition of new structures.
- There should be a definite plan for gaining student, faculty, administrative, governing board, and public support for the media program. The plan should include evaluation of the program, determination of media needs, long and short range planning, and presenting facts about media needs to administrators and governing boards.
- All costs relating to procurement or production of materials, purchase of equipment, and employment of staff for use in the institution's program should be covered by a centralized budget.
- Faculty members should be able to use educational media from the media center without any more restrictions than those imposed on the use of similar institutional services.
- The selection of all materials and equipment for purchase by the educational media center should be based on pre-determined specifications formulated by the media staff.
- An institution should have clear-cut policies concerning allocation, income, and charges against the educational media budget.
- Provision should be made in the educational media budget for the systematic replacement of obsolete or worn-out media.
- Long-range financial plans should include provisions for the expansion of media services as required by the improvement of quality and scope of the instructional program.

VI. Educational Media Staff

- Educational media personnel should work within the framework of job descriptions and policies relating to institutional media activities and these should be clear to the media administrator and the entire media staff.
- Professional educational media personnel should possess a high degree of sensitivity to the potential of educational media for improving instruction and an awareness of new developments, new techniques, new equipment and new materials.
- In institutions where needed the professional media staff should include specialists in photography, graphics, sound recording, and programed materials, film librarians, and television staff members.

- Professional media staff members should be active in professional organizations, particularly those representing the area of their specialization.
- Professional media staff members should have advanced degrees with specialization in the media area in which they work.
- There should be at least one person in each department whose primary responsibility is supervising the departmental educational media program.
- The educational media center should have adequate personnel consisting of clerical staff, maintenance technicians, television technicians, distribution clerks, and production technicians.
- The director of the educational media program should be well grounded in general education, and should have had practical experience in teaching. The director should possess a doctors degree or its equivalent, and should have had special training in such areas as the theory of educational communication, curriculum and instructional methods, production of such materials as graphics and photography, programed learning, research methods, administration, and supervision.
- The functions of the director of the educational media program should include: reporting the needs of the media program to the institutional administration, determining budget and financial needs, assisting in the selection, procurement, and maintenance of all materials and equipment, supervising the distribution of media, and providing consultative service to faculty, administration, and other institutional personnel.
- In order to wisely select and supervise appropriate personnel, an educational media specialist should have a thorough understanding of such technical fields as television and radio production, photography, curriculum materials production, and graphic materials production.
- An educational media specialist should be able to delineate subject matter into teachable concepts; lead the faculty in cooperatively planning the curriculum; organize a media center so that equipment and materials can be coordinated into the teaching program with dispatch. The specialist should possess administrative ability of a high order; know and be skilled in the use of evaluation techniques; and be able to operate as a research specialist.
- An educational media specialist should have skill in the care and operation of all media devices in order to ably train and supervise operators and maintenance personnel.
- An educational media specialist should be able to evaluate emerging innovations for possible introduction into instructional programs and should be able to interpret and promote those innovations that can make significant contributions to teaching and learning.
- An educational media specialist should participate by attending local, state and national educational media conferences, conventions and workshops.

Profile Sheet

Name of institution _____

To develop a Profile image of your program, transfer your mark from each item of the Evaluative Checklist to this sheet. Connect the marked squares by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of attainment for your program.

		Inadequate — Minimal — Functional — Optimal	1	2	3	4	5	6	7	8	9	10	11	12
	Section I													
	Item A	Commitment to the Media Program	1	2	3	4	5	6	7	8	9	10	11	12
	Item B	Commitment to Educational Media as an Integral Part of Instruction												
Administrative			1	2	3	4	5	6	7	8	9	10	11	12
	Item C	Commitment to Providing Educational Media Facilities												
Commitment			1	2	3	4	5	6	7	8	9	10	11	12
	Item D	Commitment to Financing the Educational Media Program												
			1	2	3	4	5	6	7	8	9	10	11	12
	Item E	Commitment to Staffing the Educational Media Program												
			1	2	3	4	5	6	7	8	9	10	11	12
	Section II													
	Item A	Consultative Services in Educational Media Utilization												
			1	2	3	4	5	6	7	8	9	10	11	12
Media	Item B	Inservice Education in Educational Media Utilization												
			1	2	3	4	5	6	7	8	9	10	11	12
Services	Item C	Utilization of Educational Media												
			1	2	3	4	5	6	7	8	9	10	11	12
	Item D	Involvement of Media Staff In Planning												
			1	2	3	4	5	6	7	8	9	10	11	12
	Section III													
	Item A	Location and Accessibility of Educational Media												
			1	2	3	4	5	6	7	8	9	10	11	12
	Item B	Dissemination of Media Information												
Media			1	2	3	4	5	6	7	8	9	10	11	12
	Item C	Availability of Educational Media												
Services			1	2	3	4	5	6	7	8	9	10	11	12
	Item D	Storage and Retrieval of Media												
Center			1	2	3	4	5	6	7	8	9	10	11	12
	Item E	Maintenance of Media												
			1	2	3	4	5	6	7	8	9	10	11	12
	Item F	Production of Media												
			1	2	3	4	5	6	7	8	9	10	11	12
	Section IV													
	Item A	Physical Facilities in Existing Classrooms												
Facilities			1	2	3	4	5	6	7	8	9	10	11	12
	Item B	Physical Facilities in New Classrooms												
			1	2	3	4	5	6	7	8	9	10	11	12
	Section V													
	Item A	Development of Media Budget												
Budget			1	2	3	4	5	6	7	8	9	10	11	12
and	Item B	Basis for Budget Allocations												
Finance			1	2	3	4	5	6	7	8	9	10	11	12
	Item C	Reporting Financial Needs												
			1	2	3	4	5	6	7	8	9	10	11	12
	Section VI													
	Item A	Campus Wide Media Staff												
Staff			1	2	3	4	5	6	7	8	9	10	11	12
	Item B	Satellite Center Media Staff												
			1	2	3	4	5	6	7	8	9	10	11	12